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ABSTRACT

This annotated bibliography lists 111 entries of selected educational materials in Pakistan covering the period from January through March 1971. Thirty-one categories include: (1) administration, organization, and financing of education, (2) childhood education, (3) comparative education, (4) curriculum, (5) development of education, (6) educational objectives, (7) educational planning, (8) educational research, (9) elementary secondary education, (10) examination, (11) health education, (12) higher education, (13) history of education, (14) Islamic education, (15) language instruction; (16) libraries, (17) literacy, (18) literature for children, (19) medical examination, (20) philosophy of education, (21) psychology, (22) science education, (23) sociology, (24) students' problems, (25) teachers, (26) teacher education, (27) technical education, (28) textbooks, (29) general, (30) adult education, and (31) authors' index. (RL)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS IN PAKISTAN

Vol. 5 No. 1, 1971

Period Covered

January-March 1971

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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C O N T E N T S

		Page
1.	Administration, Organization and Financing of Education	1
2.	Childhood Education	5
3.	Comparative Education	5
4.	Curriculum	6
5.	Development of Education	6
6.	Education Goal	8
7.	Education Planning	9
8.	Educational Research	10
9.	Elementary Secondary Education ...	11
10.	Examintion	12
11.	Health Education	15
12.	Higher Education	15 :9
13.	History of Education	18
14.	Islamic Education	22
15.	Language, Teaching of	22
16.	Libraries	23

Continued on page ii.

CONTENTS (Continued)

		PAGE
17.	Literacy	26
18.	Literature for Children	28
19.	Medical Examination	29
20.	Philosophy of Education	30
21.	Psychology	30
22.	Science Education	31
23.	Sociology	33
24.	Students' Problems	34
25.	Teachers	35
26.	Teacher Education	38
27.	Technical Education	40
28.	Text Books	41
29.	General	42
30.	Adult Education (Special Section) ...	44
31.	Writer Index	53

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ADMINISTRATION, ORGANISATION, AND FINANCING OF EDUCATION

1. BATALVI, Rez. Ta'aleem Aur Ghareeb Talaba (Education and Poor Students) --- Mashriq (Karachi) February 8, 1971 (U).

While receiving education, hardly two per cent of poor students succeed in getting some part-time employment. Even these jobs are often temporary. The result is that these students are forced to discontinue their education despite their being intelligent, hard-working, and diligent. In order to make both ends meet, they approach different welfare associations and suffer humiliations, which injure their self-respect. The parents of these students are always in debt. This situation causes frustration, and they feel that their existance has no meaning. The frustrations due to financial trouble either make the young students rebellious, or ruin their personality. In order to pacify the agitated minds of the new generation, vigorous attempt should be made to solve their problems.

2. BEG, Musarrat Yab. Ta'aleemi Idarey Aur Feesen (Educational Institutions and the Tuition Fee) --- Mashriq (Karachi) January 14, 1971 (U).

Algeria, Sudan, Tanzania, and Syria, who gained their independence after Pakistan, have made significant progress in the field of education. All the education institutions in these countries are run by the states, and no one is allowed to establish any private institution. This has stopped educational institutions being converted into commercial ventures. But in Pakistan majority of educational institutions are privately owned and run on commercial basis. The tuition fees in such institutions are beyond the means of the students coming from the low-income group. This is one of the reasons why we have failed to wipe out illiteracy from our country, and education has not spread to the common man.

3. Birampur College Faces Shortage of Funds --- Pakistan Observer (Dacca) February 24, 1971.

The Birampur College in the district of Dinajpur is faced with manifold problems including shortage of funds, lack of teachers

and hostel accommodation, and absence of good communications. This is the only institution of higher learning for the poor and middle class people of Hakimpur, Nawabganj, Choraghat, and Phulbari Police Stations, which have as many as 14 good high schools, including one multilateral high school at Birampur. Hundreds of students, therefore, flock for admission to the Birampur College every year. The poor section of the people living in these police stations cannot afford to get their wards admitted into colleges elsewhere. This need inspired the local population to establish a college at a central place somewhere in this area. So, the college was established in 1964 at Birampur which is a growing center of trade and commerce, and was affiliated with the Board of Intermediate and Secondary Education, Rajshahi. But now shortage of funds stands in the way of its development, and it cannot run on financially sound lines without sufficient grants-in-aid from the government.

4. Hai, A.K.M. Mahzudul. Hatobhaggiyo Shikkha Shamasys (The Problem of Education in Unfortunate Hatiya) --- Ittefaq(Dacca) January 24, 1971.

The unprecedented floods and the tidal catastrophe that inflicted heavy damage to Hatiya island in Chittagong district, have not only caused heavy damage to life and property, but also razed many educational institutions to the ground. The students who have survived the calamity are now without books and any hope of early restoration of normal educational life. There are some questions which are agitating the minds of the students. How will they pay their tuition fee? Where will they stay? Who will procure books for them? Who will bear their hostel expenses? In order to overcome these problems the student community of Hatiya have presented the following demands to the Government: 1) Exemption from tuition fee for three years; 2) Exemption from examination fee charged by the Boards and Universities for a period of three years; 3) Provision of books free of cost for three years; and 4) Provision of free boarding and lodging to the students of Hatiya studying in Dacca, Chittagong, and other places in the province.

5. HAQUE, Abdul. Nasirabad College Faces Shortag of Teachers --- Pakistan Observer (Dacca) February 3, 1971.

The students of Nasirabad College at Mymensingh are faced with numerous problems,both academic and non-academic. It has a total enrolment of 4,000 students. Of these, 250 belong to the H.S.C.

in Science (Intermediate in Science), who face the problems of inadequate laboratories, lack of teachers, demonstrators, laboratory assistants, and shortage of chemicals and apparatus. Classes are not held regularly and properly for some subjects for want of teaching staff. The students who passed the H.S.C. Examination (Science Group) from this college were hard put to getting admission to degree courses in Science which were scheduled to start with the current session. The students of Nasirabad College who failed in the examination have been hard hit by the deprival of the opportunity of appearing in the examination as casual candidates. The college has no hostel, no gymnasium, no playground, and no clinical facility. The library of the college is ill-equipped and has few reference books.

6. HAQUE, Abu Obaidul. Admission Rush in Schools --- How to face this Mighty Challenge ? --- Pakistan Observer (Dacca) January 27, 1971.

During the recent years rush for admission to our schools has become a serious problem. At the beginning of a school year parents are faced with the problem of securing admission of their wards to schools. The problem is acute, especially in the urban areas where the number of candidates for admission is many times greater than the intake capacity. We have witnessed enormous growth in school population with very little expansion of facilities in educational institutions. We need more schools of various kinds to solve the admission problem.

There is the question of drop-outs at various levels of education, especially in lower stages of schooling. Lack of sufficient accommodation in schools, inconveinent location, and our peculiar social system are the major causes of this huge drop-out. Moreover, the school buildings are not satisfactory. Since independence, school and college buildings have been constructed in a hurry to meet the immediate needs, and accommodation was limited. With the tremendous increase in enrolment in later years, the old school and hostel buildings fell short of the required accommodation. Progress of education in Pakistan has been very slow. One of the main reasons for this slackness is the colonial system of education that is still prevalent in this country.

7. HUSSAIN, Syed Shaukat. Ta'aleemi Tijarat (Commercialisation in Education) --- Mashriq (Karachi) January 7, 1971 (U).

The trend to earn ever more profits through education is on the increase in our country. Education is treated as a commercial commodity. " Education Shops" have been opened in all small and big cities. This is one of the basic reasons of the fall in the

standard of education. In the beginning not as many people were involved in this profitable business. The number kept on increasing slowly but steadily. It was in the year 1956-57 that the boom started and private schools and colleges started springing in large numbers. Ninety-nine per cent of our schools and colleges are run with commercial motives. This is a deplorable state and unless it is stopped the future of education in the country will remain bleak.

8. RAYMOND, S. Private Sector and Education --- Morning News (Dacca) February 23, 1971.

In any pluralistic society no one can deny the rights of the Private Sector in education. These rights emerge as a necessary consequence of the rights of a family and the primary social group of a pluralistic society. If the parents of a family really possess the right to provide education to their children, their wishes to send their children to private rather than state schools need to be respected. Thus, the private sector emerges as a necessary element of the educational make-up of a society. The attainment of independence and the consequent demand for education have created difficulties for the new governments of these states, such as Pakistan, and have created opportunities for the commercialization and exploitation of education in the private sector. Tuition fees tend to rise rapidly in these institution and admissions to them become limited only to the well-to-do. The practice in certain private institutions to restrict their enrolment to 25 or 30 students per class, when state schools have as many as 60 and 70 students, is not conducive to the fulfilment of national aspirations and national cohesion.

9. SIDDIQUI, Abdul Jabbar. Shikhoker Abbhabe (The Paucity of Teachers)--- Dainik Pakistan (Dacca) January 16, 1971(B).

A very disheartening news has appeared in the newspapers that the shortage of teachers will result in the closure of the post-graduate classes in the only Government College in Sylhet. It has also been reported that the Government has decided to establishe post-graduate classes in all the colleges of the province to promote higher education, and that political science and economics shall be introduced in the Government College, Sylhet. These conflicting statements only serve to confuse the situation. Meanwhile it has also been disclosed that there is a shortage of teachers for Honours classes in the college. The political science department to which the post-graduate classes are proposed to be added, is the worst sufferer. Only two teachers have been working in the department for the last 5 years or so.

CHILDHOOD EDUCATION

10. SULAIMAN, S. Shishoor Shikha (Child Education) --- Azad (Dacca) February 16, 1971 (B).

It has been observed that the majority of parents do not pay adequate attention to the education of their children. They sometimes complain that their children waste their valuable time in extra-curricular activities. Modern technological needs demand education to be something more than merely the imparting of bookish knowledge, and the parents should realize their responsibility in helping the school in the moral and intellectual build-up of their children. But this is possible only when the parents and teachers set a personal example and save the youth from falling into bad habits. Such examples will create confidence in them to undertake healthy activities. The parents should also take personal interest in the education of their children and must spend some time on evaluating their achievements and failures. But, unfortunately, most of the parents do not care to see what their children are doing. The apathy shown by the parents toward their children needs to be cured in time.

COMPARATIVE EDUCATION

11. BHUIYAN, Mumtaz. Amader Desher Shikhha Aar Japaner Shikhha (Education in Our Country and in Japan) --- Ittefaq (Dacca) February 11, 1971 (B).

It seems that the basic aim of our education is the acquisition of knowledge and culture through a European language at the cost of our own language and culture. But in Japan education means something different. The Japanese have recently started taking serious interest in learning the English language just sufficient to enable them to have access to the literature produced in English. In Pakistan, however, we seem to have the fixed idea that unless our children receive English education, they will grow up as uncultured men and women. By culture we seem to mean an aversion to live without servants to help us along. We think it below our dignity to work with our own hands. But in Japan the utility of knowledge is thought to consist in the fact that it teaches them to work hard, feel their responsibilities, and give up depending on others. They keep no servants, and their housewives are trained to do all domestic jobs themselves. Their system of education teaches them to take pride in their work.

CURRICULUM

12. KHATUN, Sharifa. National Workshop on Curriculum Development --- Morning News (Dacca) February 14, 1971.

The teacher education program has remained static for many years excepting some insignificant changes here and there. This is in contrast to the developments in the teacher education program in advanced countries of the world. The curriculum is outdated, and new knowledge in content as well as method has not been incorporated in the subjects of training institutions. Subjects like mathematices, science and social sciences need to be modernized to suit the requirements of time. Considering the role of a balanced curriculum in teacher education, it has been proposed in the workshop that the curriculum should be modernized and new ideas of progress and development should be incorporated in it. The National Bureau of Curriculum Development, the proposed Provincial Teacher Education Directorates, and the Institutes of Education and Resarch at Dacca and Lahore should coordinate their activities. It is further suggested that the curricula should be classified into the following broad sections: a) general education, b) professional education, c) specialization in school subjects, and d) practical experience in teaching.

In recent times in-service training has acquired such importance as an integral part of the teacher education program. The constant need for keeping the knowledge of the teachers up-to-date in their specialized areas and refreshing them whenever necessary after a certain period of time should be an important objective of the program.

DEVELOPMENT OF EDUCATION

13. BHODRO, Ashit. Purbo Bangla Shikhha Baibastha (The System of Education in East Bengal) --- Dainik Pakistan (Dacca) January 3, 1971 (B).

Education in this wing of Pakistan has not gained the momentum it deserved. On the one the Government has failed to fulfil its obligations, and on the other the majority of the students have never taken to it seriously. Employing unfair means in the examination hall, threatening the teachers and invigilators;

and pirating for the question papers long before the examination, are some of the evils of the present system of education. Although the Government has taken drastic steps to improve the situation, the result obtained is not very encouraging. The system of examination needs drastic changes. The setting of question papers and their printing in the press requires strict vigilance and care. Unless strong action is taken by the authorities, education in the province will continue to suffer.

14. IRSHAD, Hakim Syed. Inter Syllabus --- Pakistan Times (Lahore) March 1, 1971.

In 1960 far-reaching changes were made in our educational structure without giving any serious thought to their effects on the students and the nation as a whole. The result was that we had to retreat many steps after much bitterness and colossal waste. However, certain evils of the so-called reforms excathedra, still persist to the detriment of the student community. In this connection I will put on record only two flaws that call for immediate attention of the authorities in education.

Nursing (Intermediate): The syllabus is almost the same as that prescribed for the three-year regular nursing course. It seems to have been compiled on the presumption that the students will be reading this subject all the time. In fact, intermediate students have to study for four other compulsory subjects carrying 800 marks, in addition to the Nursing carrying only 200 marks. According to the time-table, only 4 periods of the duration of 40 minutes each a week can be allowed to this subject. How can such a lengthy syllabus be covered in such a short time? It is strange that the books for this Nursing course are the same as those for the three-year regular nursing course.

English Literature: According to the rules, those who teach M.A. or B.A. classes can set a paper for English Literature of the Intermediate Examination. A few years ago, I brought this fact to the notice of the authorities by reproducing some of the questions from the Intermediate papers that had been previously set in M.A. examination of various universities. It is gratifying to note that the attitude of the examinations has since changed for the better, and they now set questions of narrative and descriptive nature covered by the textbooks and in accordance with the intellectual level of the students.

15. ZAMAN, Rafeuz ed. Education ---- In : Pakistan Year Book 1970 326-348. National Publishing House (Karachi) 1971.

This is a general review of the current educational situation. The activities of the year in the field of education must be seen in the light of the new education policy. The aims of the new education policy are (a) to impart a common set of cultural values based on the precepts of Islam, (b) to create a literate society, (c) to attach high priority to the development of analytical and technical skills, (d) to attract some of the best talents of the country into the teaching profession, and (e) to use education as a force of national unification.

The development in the field of education is described under the heads of administration, five-year plans, primary education, secondary education, polytechnic/technical institutes, vocational institutes, commercial institutes, technical teacher training colleges, higher education, universities, agriculture, engineering, medicine, research scholarships and fellowships, national languages, libraries, and education reforms. At the end there are 4 tables showing the number of educational institutions, enrolment in educational institutions, output of matriculates, intermediates and higher education graduates, and third five-year plan allocations for education and training.

EDUCATION GOAL.

16. SIDDIQI, Masood M. Ta'aleem Aur Maqasid-e-Ta'aleem (Education and Objectives of Education) --- Sanuvi Ta'aleem (Lahore) 3(4) : 30-35, March 1970 (U).

Education has been defined in many ways. For some education means even mere reading in a classroom. This is obviously no education . A man may remain ignorant even after attending school. The scope of education is very vast. No single definition is enough to fully describe education. However, various definitions give an idea of the scope of education and its different objectives.

According to the author, there are five main objectives of education. They are : 1) self-improvement; 2) development of personality; 3) preparation for future; 4) social and economic awakening; and 5) moral development. These objectives have been discussed briefly.

EDUCATION PLANNING

17. Educational Reorientation --- Pakistan Observer (Dacca) January 18, 1971.

In East Pakistan private colleges are being established to enrol students in the humanties group. These students in these colleges devote their time and energy in activities other than studies. Their involvement in politics, coupled with bad administration, bad teaching, and unwieldly number has made the colleges strongholds of indiscipline and active politics. The entire system, right from the school to the university stage, needs to have a critical evalution based on the physical, logical and intellectual needs of the students and teachers. We do not need any more boards and commissions to tell us what is to be done. This is well known by now. We need to get down to the task efficiently and effectively. We also need to devote considerable thought to the task of determining the achievements and failures in the field of education. We should abolish or improve schools and colleges that fail to maintain standard. The author then moves on to discuss the problem of student welfare which is basic to any program of improvement. Welfare does not mean only granting a few scholarships or increasing their number. It also includes residence, good academic program, career guidance, economic well-being, medical care, and their placements.

18. HAQUE, Abu Obaidul. Nationalisation of Education --- Pakistan Observer (Dacca) January 22, 1971.

It is estimated that 90% of the educational institutions in East Pakistan and 75% in West Pakistan are privately managed, and the general condition of these institutions is far from satisfactory. But some of them are comparatively good. These schools are usually found inadequate in library and labortory facilities. Many schools are conducted under thatched roof, and those that can boast of a building of their own have no more to show than a couple of dilapidated rooms. Libararies have very little reading material, and science laboratories are too poor to serve the cause of quality education.

A special type of college, usually called the Cadet college, has been developed in the country. These colleges are said to be good, but they are creating a privileged class of citizens with special and classified type of training. The existing socio-economic conditions in the country does not justify special institutions in the name of Cadet colleges. It would be more advantageous to establish 10 to 15 standard secondary and higher secondary schools that can serve a

larger section of student population with a balanced offering of a variety of subjects. The policy makers of education should provide balanced education for all. It is, therefore, suggested that the entire program of education be nationalised.

19. KHAN, Iqbal Ahmed. Nai Ta'aleemi Policy (New Educational Policy) --- Mashriq (Karachi) February 2, 1971 (U).

The writer is critical of the steps taken to implement the new education policy. When the policy was announced, teachers of all categories began to hope that their tribulations would be over and revolutionary changes would be introduced in the system of education. But when the policy was explained to them and they themselves studied it carefully, they found it far from satisfactory. New scales of pay do not benefit senior teachers. All the associations of teachers had unanimously demanded that trained graduate teachers should be given the status of class II gazetted officers. Despite the promise made by the Government, their demand has not been met so far. The demand to provide accommodation and medical facilities is yet to be fulfilled. This state of affairs is prone to cause wide-spread disappointment and frustration among teachers.

EDUCATIONAL RESEARCH

20. HADI, Rizwana. - Research on Education --- Dawn (Karachi) February 21,

Constant student turmoil all over the country has a direct relation to what the students are taught and what they learn in classrooms. The generation gap is more pronounced in education than in any other field. The validity and relevance of what is being taught today is doubtful and should be analysed on scientific lines.

Education research has been a neglected field in our country. Education is mostly imparted through borrowed methods evolved in Western countries. Western methods of teaching are good for use as a base to start from but new methods and techniques have to be developed to suit the local conditions and special requirements. This can be done only when we analyse our educational problems through research. For this purpose a problem has to be defined, planning for collection of data has to be done, and final conclusions have to be drawn after analysing and processing this data. An early action is required in this connection to undertake proper planning for education scheme.

The writer also mentions some recent research endeavours in some countries in the field of education and suggests a similar research program for Pakistan.

ELEMENTARY SECONDARY EDUCATION

CHAKRAVORTY, Sunirmal. Primary School Plagued with Problems in Munshiganj --- Pakistan Observer (Dacca) January 6, 1971.

The article relates to the condition of primary education in the Munshiganj Sub-division (East Pakistan) that involves some 1,50,000 students in the sub-division. During the Second Five Year Plan, 1960-65, 122 primary schools were picked up for improvement. Each primary school falling under this category was given Rs.10,000.00 by the Government on the explicit assurance that a sum of Rs.5,000.00 will be made available by local contributions. It so happened that the local contribution in many cases fell short of the expextations. The result was very much discouraging. Most of these schools failed to take advantage of the process of improvement. The author then discusses the provision made by the District Primary Authority for the development of fourteen new units of primary schools in the six police stations of the sub-division. They also fell short of the target.

In general the existing primary schools of the sub-division are poor in respect of space, trained teachers, furniture and necessary teaching aids . This has ultimately resulted in the deterioration of standard . The causes are not hard to discern. This is because of (1) lack of supervision and proper academic atmosphere (2) damaged buildings and (3) insufficient number of teachers for lack of training facilities in the Primary Training Institutes.

22. KARIM, Fazlul. Prathomic Shikha Shomparke (About Primary Education) --- Ittefaq (Dacca) February 6, 1971 (B).

Primary education in East Pakistan is faced with many problems, such as dearth of good teachers, falling standards and deterioration of quality education, absence of library facilities in Primary Schools particularly in rural areas, non-availability of textbooks at a moderate price, poor school buildings in rural areas, lack of facilities for games and recreation, and low salaries of teachers without any regard to their qualifications and experience. These conditions have killed initiative in the teachers, who now pay little attention to their profession and run after private tuitions. These are the major problems blocking the progress of education, and should be solved as soon as possible.

EXAMINATION

23. ALI, Md. Aznar, Perikha Poddhoti (The Examintion System) --- Paigham (Dacca) January 7, 1971 (B).

Criticising the system of examination that has taught the students cheating and using unfair means, the writer has suggested the following for the improvement of the existing system : 1) Attempts should be made to improve the standard of teaching. 2) The idea that examination is a life-and-death struggle for the students should be wiped off their mind. 3) It should be impressed upon the students that resorting to unfair means would ruin their future. 4) The sancity of examination should be maintained at all costs. 5) The existing examination system should be reoriented to reduce the present rate of failures. 6) The control over examinations should be further decentralised and localised. 7) Educational institutions should be advised to improve the standard of their internal evaluation. 8) A revolutionary change should be introduced in educational administration to maintain standard, and 9) The present examination system should be so changed as to reduce the chances of mal practices to the minimum.

24. DITTA, Pir Allah. Examinations ---- Pakistan Times (Lahore) March 10, 1971 .

This is a discussion of wide-spread malpractices in the conduct of examinations. Our system has some built-in protective devices for the officials of education departments, and even at the university level influence-paddling is not uncommon. Relaxation in examination rules to accommodate individual students in " Special cases " has shattered discipline and poisoned academic life.

" Unfair means " reported by the teachers are usually taken lightly by the administration. Students are thus encouraged to insult the teachers who try to strictly enforce the rules. There is yet another evil : members of the Syndicate of the University of Engineering and Technology get their sons or relatives admitted to the University against privilaged seats without competition. This practice in turn leads to the possibility of gaining other favours for their sons as a matter of right, Why, then, have examinations at all ? The high-level examination reforms committees that have brought the system in the last 23 years to this level seem to be a costly joke and nothing more.

25. HUSAIN, Syed Shaukat. Ta' aleemi Sanvi Board Aur Imtahan (Board of Secondary Education and Examination) --- Mashriq (Karachi) March 4, 1971 (U).

The tradition of allowing grace marks in the examinations has made education a mockery. This has positively lowered the standard of education. Most of the students have stopped taking interest in studies as they are no longer worried about their results. They know that they will easily get through by obtaining grace marks in the examination. Even students who have failed in one or two subjects by 20 or 25 marks are allowed grace marks. The Board of Intermediate and Secondary Education is, at least, entitled to allow one percent gracemarks according to the rule. Yet the rule is flagrantly violated. The Board of Secondary Examination is indeed doing a disservice to the nation. It is the duty of the government to interfere in the matter and save the nation from the catastrophe.

26. ISLAM, S. M. Tajul. Examination Results and Merits --- Morning News (Dacca) January 10, 1971.

Examintion results are not an accurate test of the potentialities of a student. It often happens that a mediocre boy secures a first division and a bright boy fails to get any position in the examination. In these examinations emphasis is laid on the written answers to the question within a specified time, there being no oral test at any stage of the academic career except at the level of Honors and Mater's Degree. Under this system it is not improbable that the student may not attend to the class work in a school or a college till the last moment and then apply himself round the clock to the preparation of answers to ' suggested' questions. This is possible because the curriculum provides for extensive rather than intensive study, and essay-type answers to questions can be easily crammed. It has been noticed that memorization can help one a great deal even at the Honor's and Master's Degree examinations. The students of history and similar subjects can safely rely on notes prepared by the outgoing students or on notes they themselves prepare in the library, which is nothing more than a collection of relevant material from certain prescribed books. Unfortunately good examination results are mistaken for efficiency, and it is forgotten that examination is purely a matter of preparation. The more one can prepare oneself for answers to selected questions, the better are the chances to exhibit one's " efficiency".

One may, then, ask 1) why should examinations be taken as the best means of judging a person's scholarship and his fitness for lucrative positions in life ? and 2) It is not possible or desirable to replace the present system of examination by a more objective and realistic test of merit ?.

27. MASWANI, A.M.K. Student and Examinations --- The Sun (Karachi) January 10, 1971.

During a recent examination in East Pakistan, at some centres the student's representatives demanded the right to consult and copy from each other in the examination halls. There was little use arguing with them and the permission had to be given. In fact some of the invigilators, accepting defeat, left the examination hall. In the meantime books had also been smuggled into the halls and most of the students copied down their answers as much as they could.

Copying from and consulting books during examination is nothing new. This practice was quite widespread before with the difference that it was generally done with the connivance of the invigilators. Now it is demanded as a matter of right whether the invigilator likes it or not. Nor is this all. Recently a powerful section of the students in Dacca demanded that examination should be permanantly done away with and students should get automatic promotions even in the final university examinations.

The writer traces the history of the present student behaviour and throws light on its back ground.

28. QAZI, H.F. Peshawer Region Mein Mohakmana Imtehaan Ka Tanqeedi Jaiza (Critical Survey of the Department Examination in Peshawer Region) --- Ta'aleem-o-Tadress(Lahore) 4(1): 45-56, October 1970 (U).

In Peshawer Region there were two agencies till 1962 for conducting examinations ; Peshawer University which conducted college examinations from matric upto M.A. Classes, and the education department which conducted exainations of J.V., C.T., Drawing Masters and S.V. The writer is satisfied with the performance of the examination department of Peshawer University but is very critical of the education department examinations.

The Education department examination agency is full of malpractices. They have a very biased attitude towards the students of middle schools. The Writer discusses how these malpractices have affected the educational atmosphere of middle schools. The discrimination between high school students and middle school students is a great injustice, and it should be abolished at the earliest.

29. RAJPUT, Hashmat Ali. Hamara Maujuda Nizaam-e-Imtehaan (Our Present Examination System) --- Jang (Karachi) January 12, 1971 (U).

There are constant complaints against the present system of examinations. Parents say that in spite of passing the examination their children do not possess the necessary knowledge they are supposed to possess. Teachers believe that the present examination system does not provide a reliable means of judging the capablities of students. For students the examination is nothing but an annual function. The Government has recently appointed a National Committee to look into the examination system and suggest ways and means to improve it.

The present education of students is limited to the preparation of some important questions repeatedly asked in previous examinations. The success and failure of students depend on guess. Instead of carrying on a methodical study student memorize only answers of important questions. This selective study begets all the malpractices used in examinations. There is no denying the fact that the present examintion system is very defective and requires immediate corrective measures. The writer presents a number of suggestions for improving the examination system.

HEALTH EDUCATION

30. Health Education --- Morning News (Karachi) March 28, 1971.

One of the suggestions made at the recent 'Health of the Nation Conference' held in Karachi, related to the need for a health education campaign in the country. The purpose is to educate the people in the elementary rules of clean and healthy living, which to a large extent contributes to the prevention of diseases. Although the general standard of living and education figures prominently in determining the living habits of a people, they can be gradually made to realize the advantages of clean habits and elementary principles of good health by a properly conducted mass campaign even with a low standard of living. In modern times health education campaign can be launched through the communicative process of mass media. Students in schools and colleges should be taught the importance of cleanliness, and this can be achieved through a health education program included in the curriculum at least at the school level.

HIGHER EDUCATION

31. AHSAN, Abul. Freedom for Our Universities --- Pakistan Observer

(Dacca) February 15, 1971.

The University Ordinance is one of the widely resented legacies of the black era. If a university is to provide an expanding field of creative thinking and research in various fields of knowledge and enquiry, nothing can be more imperative than a guarantee of freedom of thought and action. Academic freedom and democratic administration contribute to the high standards, and as such a university should have academic freedom and democratic administration so that men of merit may work there without fear and prejudice. At the same time the university administration ought to be intellect-oriented. All appointments, promotions, changes, honors, and recognitions must be guided by this central philosophy.

32. AKHTAR, Shamsul Alam. Dacca Bishwabiddalayar Galpo (The Story of Dacca University) --- Dainik Pakistan (Dacca) January 24,1971(B).

The story of the university of Dacca as an educational institution is a long tale of problems. The environment of the university of Dacca is uncongenial and unsatisfactory. There exists no firm relationship between the teachers and the students. The majority of the students waste their precious time in politicking and organizing demonstrations. They are not at all serious in their studies. They seldom attend their classes and seldom fail to appear in examinations. The discipline among the students is so lax that they hold out threats to their teachers if they come to know that they have failed. One of the reasons for the absence of a congenial educational atmosphere is the shortage of accommodation. Of the 12,000 students, both male and female, only 3,500 get some accommodation in the hostels, which are always overcrowded. There are no satisfactory arrangements for residence, good food, medical treatment, and libraries. Those who cannot find accommodation are left to the spartan philosophy of survival.

33. ALI, Anita Ghulam. Niji Collegon ka Ordinance (Ordinance of the Private Colleges) --- Hurriyat (Karachi) February 2, 1971 (U).

Our educational system is a worthless structure that serves no useful purpose. It is unfortunate that mostly selfish and inexperienced persons have been associated in the formulation of our educational policies. They have failed to keep in view our past or analyze the present situation. The word "Private," which has been added to the Sind College Ordinance passed in November 1970, is an attempt to extend government patrongage to a particular class of exploiters in the name of education. According

to the Ordinance, the administration of each college will be in the hands of 12 persons including three representatives of teachers. This representation is very meagre and ineffective. The government probably intends to exclude the teachers from the administration. To me it is a big conspiracy against the teacher community. The ordinance is to be used against the interests of the teachers as a whole.

34. CHAUDHURY, A.T. University Autonomy --- The Sun (Karachi) January 11, 1971.

Once again the demand of students, teachers and leaders of public opinion for autonomy in university has gained momentum. This is in keeping with the spirit of our times. We are now entering the democratic era and the need for academic freedom has become imperative. How deep the resentment is among teachers against various university ordinances that have wrested all independence from the universities is evident from the threatened strike of the university teachers. This resentment is not a sudden upsurge or isolated cry. The teachers have been demanding university autonomy since long and now it has become a national demand.

Recently the government has promised a new university ordinance which is under active consideration of the government. However, teachers and students are not happy with the prospect of the new ordinance since it will be based on the proposals put forward by the Vice Chancellors' Standing Committee. The writer also points out that majority of teachers and students are not clear about what they mean by black laws governing the universities and what type of specific changes they have in mind. The writer analyses the various university ordinances and gives some suggestions for providing autonomy to universities.

35. SALAM, Abdus. Tejgaon Colleger Shomasya (The Problem Faced by Tejgaon College) --- Dainik Pakistan (Dacca) January 10, 1971 (B).

This is a discussion of the problems faced by the Tejgaon College, which was set up to improve the educational situation in the country. But during the past eight years none of the problems has been solved. The Arts and Commerce sections of the college have been recognized by the Board and the University for the purposes of examination, and the science section may be set up next year. At present the total number of students in both the shifts is well over 2,000. The college today faces three major problems, which if not solved, can ruin the college. These problems relate to the shortage of space and teachers, lack of library facilities and student accommodation, and need for a

healthy academic environment. This may naturally result in student indiscipline on a mass scale.

36. SUHAIL, Mushtaq. University Ordinance ki Tanseekh (The Repeal of University Ordinance) --- Mashriq (Karachi) January 12, 1971 (U).

The present University Ordinance is being bitterly criticized in different quarters. Unrest among teachers is gaining momentum. They have even served notice that if by the 15th of January their demands are not fulfilled they will go on strike for an indefinite period. In October last year, All Pakistan University Teachers Convention had presented a long list of demands: repeal of University Ordinance, representation of teachers in Syndicate, full autonomy to the University, reduction in the number of teachers caders and rise in the salary of teachers. Many problems could have been solved if the University Ordinance had been repealed. The demands of the teachers are not new. They were raised during Ayub regime and again when Yahya Khan came to power. Every time the successive governments promised to redress the grievances of the teachers. But no practical steps have so far been taken to meet the demands. It is feared that in case their demands are not met by the government, the teachers will take drastic steps and the students will suffer in consequence.

HISTORY OF EDUCATION

37. BACHRAIUNI, Mazharur Rahman. Hamara Qadeem Nizaam-e-Ta'aleem (Our Old Educational System) --- In: Ta'aleem-e-Balighaan Aur Uski Ahmiyat, 33-52. Karachi, Academy of Education Research. 1970 (U).

In the past, people made their own arrangements for the education of their children in their houses. In the Islamic world the mosque was the main center of education. The houses of rich men also served as educational institutions. The universal of education in those days can be well imagined by the fact that during the reign of Emperor Aurangzaib, there were 400 schools in the city of Thatta alone. Education was both temporal and religious. A great change occurred in the field of education with the advent of the British in the sub-continent. The Madrassah education withered in the presence of English education. The closure of Madrassahs resulted in the increase of illiteracy and the percentage of literacy fell from about 80 to below 20. Today we are faced with an enormous problem of illiteracy.

The present illiteracy problem can be checked only by a comprehensive scheme of adult literacy. It is strongly suggested that the old system of primary education should be revived.

38. BACHHRAIUNI, Maznarur Rahman. Musalmanon Ki Mazhabi Ikhlaaqi Ta'aleem (The Religious and Moral Education of Muslims) --- In : Ta'aleem-e-Balighaan Aur Uski Ahmiyat, 53-62. Karachi, Academy of Educational Research. 1970 (U).

Islam rose as an educational movement in the world. In Islam, education is compulsory for all men and women, Right from the time of Prophet Mohammad to this day, the basis of Islamic education remained the same in spirit i.e., religious and moral, This religious and moral education received a big set-back in the subscontinent when the British introduced their own system of education. The long British rule produced men who had little religious knowledge.

The demand for Pakistan was made to reorganize religious and moral education. The need of the day is to educate people according to Islamic tenets, to wipe out illiteracy from the country and, to produce young men of high morals. The basis of Islamic education is before us and we have only to re-establish our system of education on this basis. The writer gives a number of suggestions for the religious and moral education of the Muslims of Pakistan.

39. KHAN, Zafar Hussain. Europe mein Ta'aleemi Taraqqi- Dour-e-Jadid (Educational Progress in Europe- Modern Times) --- in : Tarikh-e-Ta'aleem, 137-167 . Karachi, Maktabae Faridi. October, 1970 (U).

This historical analysis of the development of education in modern times discussea in some detail the ideas of important educational thinkers and evaluates their contributions .

Rousseau is the first educational thinker of modern times. He revolutionized the entire thinking on education. So much so that Rousseau is considered as the Prophet of modern education. His book ' Emile' contains his basic educational philosophy. Rousseau started psychological movement in education, in which Pestalozzi played the biggest role. He wrote a number of books on education and taught in schools. He also started an experimental school to put his ideas into practice.

As the nineteenth century withessed a general acceptance of Scientific method, education became scientific. The most important personality of the science movement in education is Herbert Spencer. Joon Dewey is

the last philosopher discussed in the article. Dewey is considered the greatest educational thinkers of modern times. He wrote a number of books on education philosophy and established an experimental school to test his ideas.

40. KHAN, Zafar Hussain. Europe mein Ta'aleem ki Taraqqi- Dour-e-Wusta (Educational Progress in Europe- Medieval Age) --- In : Tarikh-e-Ta'aleem, 110-136, Karachi, Maktabae Faridi. October, 1970 (U).

This is a historical study of the development of education in Europe during the medieval age. The story begins with the movement of scholasticism under which universities were founded and people became interested in the intellectual disciplines. Another form of educational activity is seen in the discipline of knights, a famous institution of medieval age.

Like in all other fields, Renaissance brought revolutionary changes in the field of education. The movement of humanism, which is a byproduct of Renaissance, also greatly influenced education. In fact it was a rebellion against conservative forces. Humanists liberalized education, and this process of liberalization was augmented by the Reformation movement. The seeds of modern education were sown in the movement of the ' realists ' . The writer discusses in detail all these movements and points out the salient features of each movement.

41. KHAN, Zafar Hussain. Ingraizi Dour Mein Pak-o-Hind Mein Ta'aleemi Taraqqi (Educational Development in Indo-Pak during English Period) --- In : Tarikh-e-Ta'aleem, 255-294. Karachi, Maktabae Faridi. October, 1970 (U).

The East India Company did not give any attention to education in the early years of its government. Missioneries were, of course, working long before the Company established its government. The first effort on the part of the British government finds a reference in Adam's Report. The Charter of 1813 made education the responsibility of the government and provided some money for education.

The education policy of the Company government from 1813 to 1853 is briefly discussed. In 1854 the Woods Despatch took the matter of educational reforms seriously and put forward many recommendations for improving the educational stand of the subcontinent. There is a discussion of the educational progress since 1854 and special mention is made of the Hunter Commission of 1882, Lord Curzon's policies of education, The University Act of 1904 and the Sargent Scheme of 1944.

42. KHAN, Zafar Hussain. Khanqahi Ta'aleem (Monastry Education) --- In : Tarikh-e-Ta'aleem, 92-100. Karachi, Maktabae Faridi. October 1970, (U).

Monastry education played very important role in Europe. The monastries were the best institution of education till the Reformation. The inmates of these monastries dedicated themselves to service and religion and renounced all pleasure of life.

The institution of monastic life probably first appeared in Eygpt and from there it spread to Greece. The purpose of monastic life was to create a sense of discipline among monks and prepare them for the hardships of life. The cardinal principles of monastic life were chastity, celibacy, continence, resignation, and obedience.

Monastries had no particular scheme of education, but for centuries they remained the centre of educational activity. Under the headings of " study in monastries," "School in monastries," " Preservation of learning," " monastries as the depositories of learning," and "monks as literary producers," the writer discussess some of the salient features of monastry education.

43. KHAN, Zafar Hussain. Shahaan-e-Mughal Aur Ta'aleem (Mughal Emperors and Education) --- In : Tarikh-e-Ta'aleem, 240-254. Karachi, Maktabae Faridi. October, 1970 (U).

All the Mogul emperors of India were great patrons of art and learning. Similarly the saints and religious men of the time extensively provided religious education to the masses. The educational institutions of the Mogul period were the same as those of other Muslim countries. The mosque was the place for rudimentary religious education. In maktabs children received general education, and there were madrassas for higher education.

The aims of education in the Mogul period also remained the same. Similarly, there was little change in the method and contents of education.

There is special mention of the contributions of the Mogul emperors in the field of education. Female education also flourished in this period and there were special schools for women.

44. KHAN, Zafar Hussain. Unani Ta'aleem Aur Moujuda Ta'aleem --- In : Taarikh-e-Ta'aleem, 78-83. Karachi, Maktabae Faridi. October, 1970 (U).

This is a comparative pciture of the Greek system of education and modern education. An elaborate description of Greek education is given to show how far it has influenced modern education.

In the Greek system of education gymnastics played a very important role, and every student from the age of 7 to 16 years was provided exclusive education in gymnastics. In modern times gymnastics is only a part of educational curricula. Similarly, music education was a very important subject in those days. It encompassed all subjects of aesthetics, spiritualism, and morality. Today music is only hobby. The aims and objects of Greek education and modern education are not the same.

ISLAMIC EDUCATION

45. KHAN, Zafar Hussain. Islam Aur Ta'aleem (Islam and Education) --- In : Tarikh-e-Ta'aleem. 188-216. Karachi, Maktabae Faridi. October, 1970 (U).

In Islam education is a must for all men and women. The Prophet himself enjoined people to seek knowledge, even if they had to go to China for its sake. Education plays a definite role in the Islamic society and is always considered compulsory for all.

The aims of Islamic education are discussed in some detail. The contents of Islamic education include the teaching of the Holy Quran, the sayings of the Prophet, and all other subjects that are necessary for the development of human personality. The Islamic method of education and Islamic educational institutions are briefly described.

In Islamic Society the status of teacher is very high and historical references show that men of great status and high learning voluntarily adopted this profession . Muslim rulers were great patrons of knowledge and learning . In fact it was the Muslims of Arabia who imparted knowledge and learning to modern Eurpoe through their extensive translations of Greek works and great educational institutions.

LANGUAGE, TEACHING OF

46. JAHANGIR, Mohammad. Anmader Bangle Bhasha (Our Bengali Language) --- Dainik Pakistan (Dacca) February 28, 1971 (B).

The writer complains that the Bengali language has not been able to achieve what it should have achieved during the 23 years of independance. There is no doubt that we have raised a great hue and cry for the legitimate status for the Bengali language, but no practical steps to promote the language have so far been taken either by the Government or by individuals. The Syndicate of the

University of Dacca that has decided to start the official work in Bengali language deserves our approbation, but it has yet to be seen whether this decision is implementated or it is thrown out to meet the fate of many similar decisions in the past. It, however, remains a subject for the future discussion whether the decision taken by the Syndicate has been implemented. As a matter of fact, only adoption of the Bengali language for official work by the universities of the province will not serve any useful purpose unless steps are taken to make the mother tongue medium of instruction at the university level and medium of communication in administration and business.

47. QURESHI, I.H. and Others. Future of English in Pakistan --- Daily News (Karachi) February 9, 1971.

The English language has been the main vehicle of intellectual activity in Pakistan since long. There is resentment against the continued survival of English as a state language. There are many reasons for continuance of English such as inadequacy of national languages as media of instruction, especially in scientific and technical fields.

In order to determine the future of English in Pakistan three questions were put before eminent educationists, and the article contains their replies. The questions were: 1) What is the future of English in Pakistan? 2) Do you think national languages can replace English as the official languages of Pakistan? and 3) Do you think that the current emphasis on regional languages will delay the process of replacing English by national languages?

LIBRARIES

48. BHUTTO, Zafar Abbas. Tareekh-e-Kutub Khana (History of Libraries) --- Kitab (Lahore) 5(3,4): 19-27. November, December 1970 (U).

The history of library is as old as human civilization.. The art of writing created books, and the books created the demand for libraries. The Syrian library is perhaps the oldest known library which was unearthed in the 19th century, In excavation some ten thousand clay tablets were regularly arranged books. In those days there was a man to look after these books.

A brief mention is made of the library movement in Greece and Rome and especially of the famous Alexandria libary. The library

movement in the Indo-Pak subcontinent is described in some detail mentioning various important libraries of olden and modern days.

49. ISLAM, K.M. Saiful. Librarianship as a Profession in Pakistan --- Morning News (Dacca) January 29, 1971.

In almost all the advanced countries of the world librarianship is a highly respected profession. Libarianship is essentially a profession that helps man in his endeavours to widen the frontiers of knowledge. Unfortunately, during the last 23 years, due attention has not been paid to the proper development of libraries in Pakistan. In developing countries where libarianship has not yet grown into a profession it is difficult to say if librarianship qualifies to as a profession. Every profession requires (a) formulation of certain standards of excellence,(b) establishment of rules of conduct, (c) development of a sense of responsibility, (d) determination of criteria for the recruitment and training of its members, and (e) responsibility and skill to elevate it to a position of dignity and social standing.

A librarian has to insure that his library contains the best books on what the reading community requires, create in the readers a deep desire and urge for reading, and teach them how to select the reading material wisely. Such a librarian can play an important role in shaping the destiny of his community.

50. KHAN, Arif. Karachi Kay Qaumi Kutubkhaney (The National Libraries in Karachi) Hurriyat (Karachi) January 28, 1971 (U).

Although much needs to be done in the field of libraries, Karachi libraries have a favorable impression. The Karachi University library can be described as a well-equipped library. In 1960, it had only fifty thousand books and now the number has increased to two hundred thousand. This library is considered to be the best reference libary in South Asia. There is another library in Karachi known as Liaquat National Library. Although it now has its own well-designed and attractive building, yet it needs proper attention of the government. According to a report published in 1966, it contained seventy thousand books, but the number has now fallen to some fifty-five thousand. The Library of the State Bank is well-equipped and attractive. At present it contains 48 thousand books and 12 thousand magazines. There are two other well-equipped libraries, the National Bank Library and the NIPA library. Both libraries contain valuable books besides reference works.

51. KHURSHEED, Anees. Hamaray Kutubkhaney (Our Libraries) --- Mashriq

(Karachi) January 24, 1971 (U).

In order to wipe out illiteracy from the country we have to set up people's libraries. This will not only help to create a prosperous society, but also contribute to the well-being of the younger generation. Such libraries have played a vital role in the Soviet Union and Scandinavian countries. If books are not made available as follow-up materials to the new literates, there is always the danger of their relapsing into illiteracy. Proper education can never be completed unless good books are made available to the students. The economic condition of our students is such that they cannot afford to purchase all the books they need. If they have access to a people's library in addition to their school library, they can hope to have the intellectual nourishment they need. People's library can rightly be described as the backbone of our country.

52. KHURSHID, Zahiruddin. Pakistan Mein Qaumi Kutabkhana (National Library in Pakistan) --- Hurriyat (Karachi) January 23, 1971 (U).

The main reason for unrest among those who are employed in libraries in Pakistan is the denial of respect enjoyed by employees in this profession in other countries of the world. We have no uniform pay-scale for the librarians. Some of them ... have been fortunate to get good sclaes, but the majority subsists on salaries as low as those of ordinary clerks. In 1965 under the Colombo Plan, the services of L.C. Key were obtained on loan by Pakistan for preparation of a national plan for libraries. But his recommendations have remained unimplemented. Nothing has been done about the recommendation that an autonomous body for the National Library be established under the Ministry of Education. The setting up of a National Scientific Documentation Center is heartening, but if a general National Documentation Center is established on the same pattern it will serve many other useful purposes. The establishment of a National Exchange Center and a Pilot Public Library on the pattern of the Dehli Pilot Public Library with the help of UNESCO, needs the immediate attention of the government.

53. SAJID, Mohammad Sajjad. Sind Mein Ta'aleemi Idaron Kay Kutubkhanay (Libraries in Sind's Educational Institutions) --- Hurriyat (Karachi) January 25, 1971 (U).

In 1948 the total number of educational institutions in Sind was 3,315. But there was not a single library worth the name in any of these institutions. Statistically speaking, there were only 88

libraries in secondary schools and seven in all the colleges in the province. But when we look at the statistics of a few colleges, higher secondary school and other educational institutions, we see that no progress has so far been made in this direction. For example : 1) The enrolment in these institutions ranges from 800 to 2,000. 2) They have no separate buildings or sections of buildings reserved for the libraries. 3) Very few libraries have tables and chairs. 4) The number of books in each institution varies from 165 to 1,700. 5) Only one library has 1,000 books on Islamic ideology. No other library has more than 300 books on this subject. 6) There are only two libraries where local or foreign magazines are available for the readers. 7) Some of these libraries open from five to seven hours each day, and many have no fixed timings. 8) The libraries have no proper catalogues.

LITERACY.

54. BACHHRAIUNI, Mazharur Rahman. Alamgeer Mas'alae Nakhwandgi (Universal Problem of Illiteracy) --- In : Ta'aleem-e-Balighaan Aur Uski Ahmiyat, 63-70. Karachi, Academy of Educational Research. 1970 (U).

The statistics Unesco gathered for 1957 show that about seventy crore people, i.e. every two out of five are still illiterate in the world. Of these there are 9 per cent illiterates in Europe, 44 per cent in South America, 65 per cent in Asia, 85 per cent in Africa, 75 per cent in India, and 85 per cent in Pakistan. This huge population of illiterates is a big hindrance in the economic progress of developing countries.

Many countries launched ambitious schemes to promote literacy, passed necessary legislation for this purpose, and created incentives. Many countries, such as Russia, Turkey, Mexico Indonesia, and Ghana, fought illiteracy after some revolutionary happenings,. The writer also discusses some of the problems which hinder a steady progress of mass literacy movement.

55. BACHHRAIUNI, Mazharur Rahman. Khwandgi Aur Qaumi Doulat (Literacy and National Wealth) --- In : Ta'aleem-e-Balighaan Aur Uski Ahmiyat, 99-111. Karachi, Academy of Educational Research. 1970 (U).

Literacy and national wealth go hand in hand, History shows that prosperity came to those countries which attained a high standard of literacy. Even today the countries with higher percentage of literacy are well ahead of those with lower percentage of literacy in the race for development. Britain, Germany, America, Denmark, Japan, and Russia prove the truth of this statement.

It is almost a law that literacy is the precondition of economic progress. The relation between productivity and literacy is self evident. A literate laborer or farmer is in a better position to show better results than the laborer or farmer who has no education. The low per capita income of Pakistan is largely due to the low standard of education in the country. Progress is impossible without the eradication of illiteracy. Our development plans will bear no fruit without mass education.

56. BACCHHRAIUNI, Mazhārur Rahman. Pakistan Aur Khwandgi (Literacy and Pakistan) --- In : Ta'aleem-e-Balighaan Aur Uski Ahmiyat 17-32. Karachi, Academy of Educational Research. 1970 (U).

Education is one of our big problems. The literacy percentage in Pakistan is only 15.3 and this low percentage has adversely affected the economic progress of the country. Educational facilities are very scarce and only well-to-do people can afford to send their children to schools.

Without education we cannot make any progress. In the present situation the government cannot afford to provide school and college education on a larger scale because of lack of finances. The solution lies in an extensive adult education program both in rural and urban areas.

The writer briefly mentions the organizations which are active in the field of adult literacy program and says that we can also promote national unity among our people through a well-planned adult education program.

57. JAMAL, Nasimul. Dokko Janoshatir Jonno Chai Shikkha (We want Education for our Skilled Manpower) --- Dainik Pakistan (Dacca) January 10, 1971 (B).

Education has now been recognised as an instrument for economic and social development. It not only eliminates illiteracy but also liberates the country from many other evils. Pakistan has yet to achieve its goal of economic progress by reorganizing its agricultural economy and converting it into an industrial economy. We have not yet reached the take-off stage of economic development and thus the human resources available are not fully utilized. In most of the developing countries of the world at least 6% of the GNP is spent on education, whereas in the Third Five-Year Plan 1965-70, only 9.8% of the GNP was proposed to be spent on education. A comparative study of the achievements of other countries shows that serious efforts

to harness resources can help build a new education and economic order. The Soviet Union has achieved much in education since the communist revolution in 1917 and so has the People's Republic of China. They made strenuous efforts to wipe off illiteracy with success. But we have no such achievement to show, and about 85% of our people are still illiterate.

58. SAYEED, Abu. Literacy and National Development --- Pakistan Observer (Dacca) January 20, 1971.

It has been estimated that nearly 89% of the adult literates in Pakistan live in villages, and the remaining 11% in towns. 44% of the total literates constitute the male civilian labor force. The occupation of 72% of the 44% of the male civilian labor force is agriculture, whereas nearly 14% lives in the urban areas. Ten per cent of the last category may be categorized as skilled, 75% semi-skilled and 15% unskilled. Of the unskilled and semi-skilled groups of the labor force only 1% literate.

There exists a direct relationship between the educational standard and the economic progress of a nation. The existence of a huge unskilled and illiterate manpower adversely affects the total quantum of production. The remedy is an effective program of adult education forming an integral part of our total effort for the improvement of education. This process can be accelerated through a mass literacy education at the primary level and an expansion the adult education program. The existing state of our national economy cannot bear the expenditure on building new adult education centres. The remedy lies in using the primary and secondary schools during evening hours as centres of adult education both in the rural and urban areas.

LITERATURE FOR CHILDREN

50. CHOWDHURY, Ataul Haque. Juvenile Literature in East Pakistan ---Pakistan Quarterly (Karachi) xvii (3,4) : 35-44.Autumn-Winter 1970

Up to early fifties there was not much literature for children in Bengali language. Later, some young writers came in the field and applied their talents to the task of filling up this gap. The Bengali Academy and the Islamic Academy took special interest in the field of juvenile literature. In 1948 only 16 books were published for children. Since then the number of annual juvenile titles has increased considerably.

In the sphere of magazines for young readers, East Pakistan has made a big headway and a number of good juvenile magazines have appeared. However, these juvenile periodicals are now being overshadowed by children's pages in Bengali dailies.

The production standard of children's books has improved much and eminent writers have come into the field. The most popular subjects are biographies and Islam. Translations of children's books from foreign languages have been sponsored on a large scale by the Bengali Academy, Franklin Book Program, USIS, etc.

60. RAHMAN, Mahmudur. Urdu Mein Bachchon Ka Adab (Children's Literature in Urdu) --- National Publishing House (Karachi) 512p. 1970 (U).

This is the first survey of juvenile literature in Urdu. The survey traces the origin of Urdu juvenile literature and evaluates the present available literature. The entire book is divided into four parts and each part contains several chapters.

The first chapter of the first part discusses the scope and nature of juvenile literature followed by a discussion on the characteristics of juvenile literature. The last chapter of the first part makes a brief mention of juvenile literature in the English language. In the second part a historical analysis has been made and the first chapter deals with the earliest period of children's literature followed by an appraisal of some old stalwarts of Urdu juvenile literatures. The last chapter of the second part briefly discusses the juvenile literature from 1857 to the beginning of the 20th Century. The third part deals with modern juvenile literature discussing poetry, story, novel, and drama seperately. In the last part the children's literature in radio, newspaper and magazine is briefly discussed.

MEDICAL EDUCATION

61. HAQ, Mohammad Abdul. Rajshani Medical College Ki Shorkari Anumodan Pabey Na ? (Will the Rajshahi Medical College Be Not Recognised by the Government ?) --- Dainik Pakistan (Dacca) February 11, 1971 (B).

Rajshahi in East Pakistan is known for its educational development. Students from West Pakistan and even from foreign lands come to Rajshahi to carry on their educational pursuits in different disciplines. It has been enjoying this position since long, but by withholding recognition, the Government has rather been apathetic to the development of the only Medical College in Rajshahi, which has

now completed twelve years of its successful existence. The fifty students who are on the roll of the college face varied difficulties.

It is a well known fact that East Pakistan is a land of many diseases and natural calamities, which fall sometimes twice a year and kill thousands of human beings. But despite these recurring national calamities and diseases, no attention has been paid to the development of medical education and raise a corps of medical workers to help the people in their hour of need.

PHILOSOPHY OF EDUCATION

62. SADIQ, Munawwar Ibne. Iqbal Ka Tasuvare Ta'aleem (Iqbal's Concept of Education) --- Sanuvi Ta'aleem (Lahore) 3(4): 57-68, March 1970 (U).

The study of Iqbal's poetry is not enough to understand his educational philosophy. We have to go through his various speeches and writings in order to understand what he means by education. Iqbal had his own definite ideas about education. His article " Children's Education and Training " throws light on some of his ideas on education. As Iqbal himself was a teacher, he knew quite well the prevalent educational world.

The centre of Iqbal's educational philosophy is man's life. According to his, education and philosophy of life are the two aspects of one and the same discipline. The writer analyzes Iqbal's various writings to bring out his educational concept.

PSYCHOLOGY

63. RAUF ABDUR. Tarbiyat-e-A'adaat (Training of Habits) --- Ta'aleem-o-Tadrees (Lahore) 4(1): 57-66, October 1970 (U).

Qualification of good habits should have the first priority in any system of education. Habits are formed from the cradle, and the training in good habits should also start from the same age. The various harmful habits are discussed in some detail.. Unless checked at the right time, these habits will affect the future life of the child, and late treatment will not help much. Both in the house and at school, care should be taken that children do not form harmful habits. They should be encouraged to form good habits.

Teachers and parents should keep it in mind that children learn more form the personal life of their elders than from any other source. A child is basically an imitator. You cannot correct the habits of a child by mere scolding and lecturing if your own behaviour is not exemplary. Preach what you do.

SCIENCE EDUCATION

64. Bigganik Gobeshnar Bhobishhat (The Future of Scientific Research) --- Dainik Pakistan (Dacca) January 18, 1971 (B).

The progress of a nation depends on education and research. The Government of Pakistan has been doing all that is necessary for improving the standard of educational institutions and research organisations. Today we need experts and specialists in the field of science and technology, to exploit natural resources for the development of the country. East Pakistan is considered to have been endowed with rich natural resources, but so far no serious efforts have been made to exploit them for the good of the nations. The Government has, of late, given serious attention to this question, but paucity of funds has held back the implementation of various schemes. In order to make research work more systematic and useful, a committee of prominent scientists should be set up to study the existing arrangements and suggest new efforts for a vigorous scientific build-up.

65. HASAN, Ahmed. Science Aur Technology (Science and Technology) --- Mashriq (Karachi) February 15, 1971 (U).

Scientific and technological education in Pakistan has lately gained momentum. There is no doubt that without it the economic problems of the country cannot be solved. The country must provide for the development of science, technology, and engineering. The future progress of our country depends largely on engineers. A great number of our engineers are either unemployed or deprived of the treatment they deserve. Most of the engineers have decided to leave the country where they find no employment opportunities to absorb them. It will be a great loss of skilled manpower to the country if they left the country. This situation has also created disappointment and disillusionment among those students who have taken up this subject. It is timely that the government has set up a separate committee to find out ways and means for solving their problems. The Committee will submit its recommendations very soon and further steps will be taken in the light of these recommendations.

66. HAQUE, Abu Obaidul . A Fresh Look at Science Education --- Pakistan Observer (Dacca) January 6, 1971.

In the modern age of explosion of knowledge, the conventional methods of teaching science have become absolete and outdated. Efforts should be made to teach science through discovery method. The object of this method is to make students use scientific knowledge under the guidance of a teacher and develop attitudes, habits and traits for scientific investigations. Extensive research work in the field of teaching science has been done in the United States, and it has been found that the discovery method of teaching science helps students reach the desired objectives more effectively than the traditional method. In order to achieve this objective, teacher training colleges and institutions should modify the existing program of teaching science . This will help science teachers orient and acquaint themselves with new approaches of teaching science. The second task for them would be the design and manufacture of standard but inexpensive equipment and apparatus.

Since the existing system of examinations is not a reliable measure of the actual achievements of the students, it should be replaced by the objective type of questions in the examination.

67. JAHANGIR, Mohammad. Matri Bhashai Biggan (Scientific Education Through Mother Tongue) --- Dainik Pakistan (Dacca) February 13,1971(B).

We have not yet given serious thought to this important question. Lack of interest in the development of the mother tongue has caused a serious set-back to the cause of scientific education and the language itself. The best medium of acquiring knowledge is one's mother tongue. This is being done in almost every country in the world except a few that had for long remained under foreign domination. Germany and Japan have made their scientific explorations by employing their own lan-guages. Even some of the countries that had in the past suffered under colonial rule have switched over to their mother tongue. But in Pakistan the mother tongue of the people has been neglected and we still hold dearly to English as the medium of instruction. This had held us back in the field of scientific knowledge, and unless this policy is changed, we would not be able to compete with other countries in any sphere of heman activity.

68. KARIM, Abdul. Science at Primary Level --- Morning News (Dacca) January 10, 1971.

In the world of today science plays a vital role in the development of an individual and his experiences. At the primary school level

it can help the children avoid a variety of conflicts. It is the basic institution dedicated to the task of helping all categories of children grow in the habits and attitudes needed for an intelligent citizenship in a democracy. Desirable growth in behaviour comes from real life in which boys and girls discuss, try out, construct, observe, and test. Science and its teaching at the primary school level is, therefore, considered as most important because it offers a variety of opportunities for real learning experiences. The major concern of a primary school is with the children and their continuous healthy growth. Science, as a part of education, should guide the children to experience which help them in the interpretation and explanation. their world.

69. ZAMAN, Rafeuz ed. Scientific Research --- In : Pakistan Year Book 1970, 349-375. National Publishing House (Karachi) 1971.

When Pakistan came into existence in 1947 there were virtually no facilities for organized scientific research. There were only three universities with a total enrolment of 2264 students out of the country's population of 65 million at that time. The Irrigation Research Laboratory, the Industrial Research Laboratory at Lahore, and some stations of meteorological department were the only scientific research institutions that Pakistan inherited. The article then mentions the numerous steps in the development of scientific research. However, for all the progress recorded, Pakistan is still woefully short of scientific and technical manpower.

Generally speaking, scientific research in Pakistan is conducted in laboratories set up by research councils, the department of provincial and central governments, and university laboratories. Compared with the volume of research conducted in other advanced countries, scientific research in private industry in Pakistan is almost nil. There is a discussion of government science policy and a review of the working and achievements of the present organizations of scientific research. At the end there are 4 tables showing expenditure in various fields of scientific research.

SOCIOLOGY

70. Democratization in Education --- Pakistan Observer (Dacca) January 3, 1971.

Democratization of secondary and higher education was selected as the theme of the International Education Year, 1970. The objective is to promote our understanding of the democratization and

reconstruction of education, so that it may serve the cause of the individual and the society. If democratization in education means recognition of the right of every individual to have access to all stages of education, without reference to merit, it will come in conflict with the Universal Declaration of Human Rights which distinguishes between secondary education "available to all" and higher education "accessible to all on the basis of merit." In the present conditions of overcrowding, understaffing, heavy dropout rates, lack of specialised administration, and discontent with curriculum and methods of teaching in many countries where democratization in education has pushed up enrolments enormously, but where the percentage of government expenditure remains practically unchanged, the demand for un-restricted access to education is bound to create difficulties. Since education is considered the infrastructure of a nation's overall development, we must recognize education's claim to priority in the national schemes of development. In Pakistan, where the figure of per capita education is very low, . . . the emphasis must be on vocational and technical instruction rather than on traditional scholasticism. A serious situation may arise if the number of persons getting higher education exceed the number of men . . who can be employed in the government, industrial and commercial organisations.

71. KARIM, J. Parents and Students --- Morning News (Dacca) February 28, 1971.

In Pakistan parents play a decisive role in determining the future of a young man. Their constructive advice can give the youth new dimensions in determining their behavior patterns. Home is the first school, and the parents are the first teachers. The students should seek the advice of their parents to avoid any pitfalls in their future life. But unfortunately the old and the new generations are fast drifting apart in their attitudes, aspirations, and ideologies. The younger generations seems to be smart and intilligent but puts up a poor show in examinations. Unless they develop in themselves a sense of proportion and direction in life, they cannot hope for any real triumphs in life.

STUDENTS' PROBLEMS

72. EHSAN, Abul. Student Unrest --- Pakistan Observer(Dacca) January 27, 1971.

In recent years, economic, social, and political forces have radically changed the attitude, outlook, and behavior of the student community

and created deep hatred against all kinds of established institutions, including the university. This dynamism of student movement has even taken the form of violence in many cases. The question is whether this is a manifestation of a social bewilderment or, as Herbert Marcuse and Jean Paul Sartre conclude, the total revolution of the young generation against all ideologies. The university, as an institution, is a class-dominated society, imparting bourgeois knowledge meant for the maintenance of the status quo. The end-product is not the glorification of the mind or the spirit, but the participation in a world of belligerence, poverty and police force.

This society should not be destroyed outright, but should be reformed. It should be remembered that human race already has an ideology of progress and equality. The next social revolution should aim at making freedom meaningful and equality of man, a fact of life.

73. KHOKAR, Ilyas. Mustaqbil Aur Talaba (The Future and the Students) --- Mashriq (Karachi) February 20, 1971 (U).

The secret of national progress lies in the country's educational institutions. In Pakistan many reforms were introducted but without any results. There are dozens of problems facing the student community which could have been solved in a pleasant atmosphere, but emotions always got the better of calm discussion. The politicians have always made our student community as the scape-goat. This happens because education has failed to contribute to the personal well-being and growth of students. This is mainly due to a system of education that has become outdated. This system has produced a class of students that lacks realism. Teachers are also to be blamed. They are often found inciting hatred among the different sections of the student community. They also involve the student community in so-called politics. The students are divided into two groups. Both groups fight with each other for the benefit of the politicians. Unless teachers are devoted to their duties and profession and are sincere to the students, the future of the students and the country will continue to remain bleak.

TEACHERS

74. ALAM, Majod. Aamadar Shikkhek-o-Tanr Gnomassa (Our Teachers and Their Problems) --- Dainik Pakistan (Dacca) March2, 1971 (B).

The conditions of teachers in East Pakistan is pitiable. Here

are some of the factors that have made this profession unattractive. Their salary is lamentably low. They lead a miserable life. They feel insecure, suffer from inferiority complex, command no respect in society, and are financially very poor. They are disturbed, confused, and incapable of performing their duties properly. In order to meet their financial needs they look for other means of income, usually private tuitions. Economic deprivation, coupled with lack of status in society, has made the teaching profession unattractive. There are instances that even those who are trained in the art of teaching remain on the look out for chance in other callings. This is really alarming and unless remedial measures are taken by the authorities, the teaching profession will rapidly lose what little attraction if now possesses.

75. ALI, Md. Azhar. Raise Professional Status of Teachers --- Pakistan Observer (Dacca) February 17, 1971.

This is a discussion on the professional status of teachers in East Pakistan. This profession has no charm for really efficient men for the following reasons: 1) Teaching profession is crowded with mediocre men and women who can reconcile themselves with poor salary and the consequent low status in the society. 2) They have no incentive to improve their professional efficiency. 3) They feel themselves inferior in comparison to others who possess the same qualifications but are engaged in better-paid professions. 4) Teachers have no organization of their own to voice their grievances and look after their interests. 5) Teachers are not required to go through any certification as the doctors and lawyers are required. This lack of certification does not entitle the job of teaching to the status of a profession.

It is suggested that (1) the pay-scales of teachers should be raised to a reasonable level that would enable them to maintain a decent and respectable standard of living; (2) they should be provided the opportunities and means of travel and visits, so that they may add to thin knowledge and experience; and (3) thin pay-scales should be rationalized to minimize the bickering and heart-burning among the members of various grades and scales.

The pay-scale of a teacher should be determined on the basis of (a) his qualifications, (b) the nature of his work, (c) the average size of his family, (d) his status in society, (e) the purchasing power of the currency, and (f) the pay-scales of individuals with similar qualifications and work load, employed in other services and professions.

76. BUKHARI, Yaseen. Moallami Ka Pesha (Profession of a Teacher) --- Hurriyat (Karachi) March 28, 1971 (U).

In order to become a successful teacher: 1) One must be able to express one's viewpoint without hesitation. 2) She must have command over the subject matter. 3) She must have the ability to solve the problems of students. 4) She must be cooperative. 5) She must be trained and must have specialization in one or two subjects. At present there is a dearth of trained teachers in our country. According to a rough estimate not even one per cent of the teachers are trained in their job. 6) She must be amicable and friendly.

It is unfortunate that teachers in our country are not paid adequately. The government has to look into this. This is one of the main reasons why teachers do not devote as much time to this work as they should. This situation must be changed if the government wants to improve the standard of education.

77. HAQUE, Abu Obaidul. Teaching as a Profession --- Morning News (Dacca) January 24, 1971.

It is a well known maxim that no educational program can be better than its teachers. It is the teacher who builds up the future by educating and training the youth who will in their turn contribute to the development of the society. If a teacher fails to discharge his duties faithfully, no program of education, however good it may be, can invigorate national life. This shows the importance of the teaching profession and of the teacher in any future program of national progress. The teacher is not an apparatus that stores and communicates a mass of facts to the students. He is much more than this. By his superior attainment and balanced judgement he is to lead his students to higher achievements in life. A teacher should take pride in being a teacher. He must challenge his students to high thinking and achievement, and be ready to encourage and stimulate his students. In this connection the author suggests the holding of regular seminars in which all the teachers of related subjects should participate.

78. KAZMI, I.H. Ustad Aur Ma'ashra (The Teacher and the Society) --- Mashriq (Karachi) June 22, 1971 (U).

Teacher is the most important element in the school. It is he who moulds the character of students, and inculcates in them the quest for knowledge. The administration and discipline of the school will not work if teachers stop taking interest in the

institution. But these objectives cannot be achieved in a country where economic conditions of teachers are deplorable, and they are deprived of the status they deserve. In Pakistan the teacher community is the most neglected section of the educated community. Their salary is so meager that they can hardly maintain themselves. They are looked down upon by the society. The result is that this profession has lost its appeal, and very few people feel attracted to it. In order to make the profession respectable and attractive, the government must enhance the emoluments of teachers and introduce better service rules and conditions. Such a policy would make this profession attractive and the standard of teaching would also improve.

79. NASARULLAH, Nusrat. Teachers Quest for Political Freedom --- Leader (Karachi) January 6, 1971.

Majority of teachers dislike the 1962 University Ordinance. They want it to go in toto. Teachers find it too stifling and feel that it curbs their political activity as citizens. They have been protesting against the Ordinance ever since it was promulgated some eight years back. Because of these protests the Ordinance was repealed during the last days of the Ayub regime, but paradoxically enough it remained in operation. The reason given was that until a new ordinance was issued the old one would remain operative. It is against this inordinate delay in the promulgation of a new ordinance that the teachers have been expressing bitter resentment and carrying on agitation.

The writer discusses in detail the various clauses of the old ordinance that are extremely unpopular with the teachers. It is said that students are also opposed to this ordinance and call it a black law. The writer, however, points out that any agitation at this stage will do serious harm to the academic life in the country.

TEACHER EDUCATION

80. ALI, Asghar. Asateza Ki Haisyiat Aur Unki Tarbiat (The Status of Teachers and their Training) --- Ta'aleem-o-Tadrees (Lahore) 4(1): 32-39, October 1970 (U).

Good teachers are the backbone of any system of education. The new education policy of the government lays special stress on

providing better status to teachers and their effective training to improve their professional competence.

The article discusses the nature of status and the ways of improving it. The most important step suggested is to raise the teaching competence of teachers by providing them with better training facilities, both in-service and before service. Teaching is a profession that requires special training and expertise. An individual may have extensive knowledge of the subject, but it is the training that teaches him how to transmit his knowledge effectively to his students.

81. ALI, Md. Ashar. How to Check Wastage in Primary Teacher Training? --- Pakistan Observer (Dacca) January 20, 1971.

It is generally believed that the shortage of trained primary school teachers in East Pakistan is due to the wastage in the training institutions. An appraisal of the present state of training program shows that the process of selecting candidates for the training program does not necessarily preclude weeding out candidates who are not likely to succeed in the profession. It has been noticed that the incidence of failure tends to be higher where the candidates have to take an "external" examination. Yet another factor that could be a cause of wastage is the poor quality of teachers, which may be due to the lack of individual attention and guidance, and the failure to employ scientific and modern techniques of teaching. The following measures are suggested: 1) Improvement in the pay-scales. 2) Creation of posts in selection grade. 3) Adoption of a national salary scale with pension rights. 4) Celebration of "Teachers day" as in Afghanistan, in recognition of the national service rendered by teachers. 5) Conferring of distinctions or national awards on teachers who have rendered outstanding service. 6) Facilities for travel. 7) Free education of teacher's children.

82. HAQUE, S.M. Najmul. Teaching as a Creative Art --- Pakistan Observer (Dacca) February 17, 1971.

Teaching is a great art and those teachers who do not possess the quality to teach they develop their own methods through which they manage to handle their work. Some of the teachers try to be very strict in the classroom and do not allow any student to put any question. These teachers may be very brilliant but they only mechnically learn and reproduce. A question that involves creative thinking puts them in confusion and they fail to explain the point raised for clarification. The strict teacher

usually puts counter questions to redicule the pupil to avoid any further questioning. The author then refers to defect in speech, lack of planning, poor knowledge of communication media and failure to employ correct method and devices, without which good teaching cannot take place. In the opinion of the author the main objective of teaching is the dissemination of knowledge that the teacher has acquired. For this he will have to depend upon his Gifted and acquired qualities : Gifted qualities : 1) Personality ; 2) power of speech and ability to communicate ; d) ability to appreciate the difficulties of his students. Acquired qualities : 1) Knowledge of the subject; 2) behavior ; 3) respect and sympathy for his students ; 4) capability to appreciate the superior power of his students ; 5) capability to plan and design units of teaching .

TECHNICAL EDUCATION

83. ASGHAR, Malik Mohammed. Nizam.e.Ta'leem Ki Bunyadi Kharabian (The Basic Evils of the System of Education) --- Mashriq (Karachi) January 5, 1971 (U).

The pressing need of the country is to establish more technical institutions and to make concerted efforts to attract students in this field. We need technically trained people instead of art graduates. The art graduates have no jobs to absorb them. This is the age of Science and technology, and the government should take practical steps to give education a technical orientation. The country is in need of technically trained people, so that our vast manpower can contribute to national progress.

84. BUKHSH, Maula. University of Engineering and Technology --- Pakistan Times (Lahore) March 1, 1971.

One of the major reasons for the discouraging state of affairs in the University of Engineering and Technology, Lahore, is the recourse to the plea of ' compassionate grounds' injustification of all and sundry decisions. When you begin to admit students on compassionate grounds, you can employ teachers on compassinate grounds, award scholarships for higher learning on commpassionate grounds, and relax the requirements for successful completion of the studies on compassionate grounds. You may, with equal logic, end up by awarding degrees on compassionate grounds. The son of a late teacher of the university, who had been admitted against a compassionate seat," went through four years of study, but failed to receive his degree

in the first attempt. In his second attempt in the supplementary examination, he, however, succeded in clearing his papers and was appointed a lecturer on compassionate grounds. He was allowed to live in a professor's house, again on compassionate grounds. The university owes an explanation to the people whose precious savings it has squandered away. The university charter does not authorize it to act as a charitable trust or to disregard the principle of merit.

85. Thakrugaon Needs a Technical Institute --- Pakistan Observer (Dacca) February 17, 1971.

Technical education has now assumed greater importance than in the past, and quite a number of technical institutes have been established in the province. A technical institute is badly needed in Thakurgaon, which has a population of over 1.3 million. The door of technical education is closed to many young men of the area who cannot afford to go elsewhere. They are thus forced to get themselves admitted to an ordinary general education program in local colleges. In 1970, more than 8,000 students from Thakurgaon appeared at the Secondary School Certificate and Higher Secondary Certificate Examinations of the Board of Intermediate and Secondary Education, Rajshahi, and more than 50 per cent of them came out successful. Had there been a technical institute of the nature of a polytechnic, many of them could have qualified as useful citizens.

TEXT BOOKS

86. SALAHUDDIN, M. Obhihabokra Chinti Hoeporechehn (The Worries of Guardians) --- Dainik Pakistan (Dacca) January 16, 1971(B).

Every new academic session, brings with it new problems and worries for the guardians who are already overburdened with the big tuition fees in schools and colleges. The latest announcement of the Board raising the prices of textbooks has added to their worries. An increase of more than 30 per cent in the price of the textbooks printed by the Board is exorbitant. Guardians with limited incomes and large families are thinking seriously of pulling their children out of schools. The majority of the population in East Pakistan is underfed and underclothed. It is a real sacrifice for these people when they send their children to schools.

With the increase in the price of textbooks, the booksellers have stopped dealing in these books. This has added to the difficulties of the students in towns and villages. The Government should take steps to ease the price situation, as otherwise the cause of education in the province will suffer a serious setback.

GENERAL

87. AHMAD, Hasan. : Hamara Nizem-e-Ta'aleem (Our System of Education) --- Mashriq (Karachi) January 17, 1971 (U).

The present system of education is extremely defective and needs urgent attention of the government. We are a 23-years-old independent nation. Instead of making radical changes in the educational pattern, we are still clinging to the old setup inherited from an alien government. The number of schools, colleges, and universities has increased considerably and the number of students is multiplying every year. But no change have been made in the curricula and courses of studies. Religious education has been neglected. The students are ignorant of their religion, tradition, culture, and history. Their outlook is westernized and they are even unaware of the basic ideology for which Pakistan had come into being. Neglect of religious education has harmed the younger generation almost beyond repair. The government should take up the matter seriously and evolve a new educational policy in keeping with our rich religious heritage.

88. ALAM, N. A. Bortoman Shikkhs Biobostha (The Present System of Education) --- Azad (Dacca) February 7, 1971 (B).

The following factors should be taken into consideration while drawing up plans for improving the present system of education : 1) dignity of teaching, 2) role of a teacher, 3) student's environment, 4) society and politics, and 5) mentality of students.

Teaching has always been regarded as a noble profession, which carries a dignity of its own. If the students are now insulting their teachers, the blame lies on both the teachers and the students. Teachers have become more materialistic in their outlook, and teaching has become more commercialized. Schools and colleges are opened at places not at all suitable for teaching. The majority of the students are neither interested in their studies, nor respectful to their teachers. The purpose of teaching has thus been lost sight of, and students have grown fond of politics.

89. Faujdarhat Cadet College --- Morning News (Dacca) January 17, 1971.

There are four Cadet College in East Pakistan, located at Faujdarhat, Jhenidah, Momenshahi, and Ayub (Sardah). Faujdarhat which was opened in April, 1958, is the oldest and well-established institution. It has by now built up a history of its own successes and achievements.

In Pakistan the program of training and education is based on three principles, viz., sound and liberal education, character building, and physical development. These colleges have been organized to ensure full participation of the students in academic and non-academic activities. They provide education from Class VII to XII and prepare the students for SSC and HSC examinations of the respective boards. A good number of scholarships are awarded each year on the basis of the merit of the students and the income of their parents. Faujdarhat Cadet College, with its imposing and modern buildings, is located about eight miles north of Chittagong.

90. Pakistan Mein Ta'aleem Ka Mustaqbil (The Future of Education in Pakistan) --- Hurriyat (Karachi) January 14, 1971 (U).

The demand for educations has far outpaced the number of educational institutions in the country. The overcrowding of students in schools has made it impossible for the teachers to teach the students properly and for the students to assimilate what is taught to them. The result is that the object of character-building has been lost sight of. It is clear that we are wasting our money and energies. Who is to be held responsible for all these ills, andwhat is the remedy, are some of the questions that call for an answer.

In the present world education carries an importance greater than any national undertaking. It is more important than even agriculture, industry, commerce, health, judiciary.

91. RAHMAN Shamsur. Bortaman Shikkha Poddhoti (The Present System of Education) --- Dainik Pakistan (Dacca) January 18, 1971 (B).

The writer has bitterly criticized the present system of education as deficient and outdated. It has failed to inspire the students to strive for moral and intellectual achievement. Instead, they have lost respect for their teachers. It has shattered the teacher-pupil relationship. They know that a little cramming of short notes available in the market will do the trick and they will pass the examination. They have thus lost initiative and creativity. We talk much of revolution; but revolution in education is yet to come. What we need today is to broaden our outlook and change the entire system of education to meet the demands of time. The task is arduous, but we have to handle the student problem gently and patiently. We have to explain to them the dangerous results of memorization and malpractices in examintion halls.

92. REAZ, Mirza. Maujooda Nizam-e-Ta'aleem (The Present System of Education) --- Hurriyat (Karachi) February 1, 1971 (U).

The youth of today is faced with various problems. The foremost among them is the absence of any purpose in the system of education. The

increasing course of corruption in our daily life has created a sort of revolt and despair in the minds of our youth. The most intelligent among them sometimes lose their balance, and try to find solace in destructive activities. The growing influence of the wertern norms of life through the so-called liberal films and magazines has estranged our youth from their own religion, traditions, and culture. These ills are taking root in our youth because of their aimless and dissatisfied life. Unless they are given a sense of direction and guaranteed a happy future, they will naturally seek mental refuge in anti-social activities. The desired results can be achieved through a revolutionary change in the system of education, content of teaching, and the attitude of both the parents and the teachers.

ADULT EDUCATION (Special Section)

93. Adult Literacy - Social Service Project --- Lahore, Pakistan Girls Guide Association. 1971.

This pamphlet describes the adult education scheme of Pakistan Girls Guide Association under its Social Service Project, the method and scope of adult education for women, and its aims and objects. Then follows the description of the various efforts of the organization for educating the adult female population of the country and its future plans. Graphs and tables show the relative progress of adult education during the last few years.

The pamphlet ends with an account of the syllabus which includes reading, writing, arithmetic, civics, religious education, hygiene first aid, home nursing and gardening.

94. AHMED, Saeed. Techniques of Adult Literacy : Role of Mass Media --- Jamia Educational Quarterly (Karachi) XI(4) : 35-41. October, 1970.

Education and communication are inseperable from, and complementary to, each other. Communication covers printed media, such as books, magazines, newspapers, radio, television, and films. In the case of printed media, a basic knowledge of reading and writing is required. Such is not the case with radio, television, and films, and therefore this media is very helpful in imparting education to adults. This is truly a mass media and everyone can share in its benefits.

Sound broadcasting is very effective in all the countries where the rate of illiteracy is high. Teaching through radio brings directness in the process of teaching. The taught shares the experience of the teacher with convenience and conviction. No barrier of distance can prevent teaching reaching its audience. Apart from sound broadcasting, television has the greatest educational value. Television approaches the people through the senses of sight and hearing and remarkably fits in with such teaching methods as lectures, symposiums or interviews. Along with radio and television, films also perform an equally important educational program, especially in countries where television has not yet reached.

In foreign countries ambitious schemes are being concieved and implemented to make optimum use of radio, television, and films in the spread of education.

95. Ali, Anita Ghulam, Adult Education as a Strategy for Social Change --- Jamia Educational Quarterly (Karachi) XI(4): 31-34. October, 1970.

Adult education is in itself a complex problem, but when the objective is social changes, it naturally complicates the method and manner of communication, and the direction and motivation. In Pakistan adult education program has been limited to the teaching of alphabet and numericals. This narrowness of approach has failed to stimulate interest in the taught and inspiration in the teacher.

The writer points out various fundamentals on which adult education program should be based. Simultaneous undertaking of imparting the fundamentals of literacy and social education is stressed.

One of the most arduous tasks in the planning and programing of adult eduction is to make the adult feel that the time spent in learning is the time spent in preparing him for a future profitable pursuit. The literacy part of education will be the same for both men and women, but so far as education towards conditioning of the attitude to social change is concerned both sexes will have different types of courses according to their specific needs.

96. BACHHRAIUNI, Mazharur Rahman. Nau Sikh Balighon Ka Adab (Literature for New Literates) --- In : Ta'aleem-e-Balighaan Aur Uski Ahmiyat, 123-155. Karachi, Academy of Educational Research. 1970 (U).

Preparation and production of reading and follow-up material for new literates is an important task and the slightest negligence in this matter can harm the cause of adult education. New literate adults require a special type of literature. The books written for children are seldom useful for them. Of course the language of children's books is, of course, suitable for them, but the contents of children's books have

no use for them. New literate adults have a completely different psychological background and field of interest.

The writer gives guidelines for the preparation and production of literature for new literate adults. He explains what type of language is suitable, how words are to be utilized, how sentences should be formed, how the subject matter is to be presented, and what the production standard of material should be. Some suggestions are also made about the literature needed for teachers and workers of adult education.

97. BACHHRAIUNI, Mazharur Rahman. Ta'aleem-e-Balighaan Kiya Hai (What is Adult Education) --- In : Ta'aleem-e-Balighaan Aur Uski Ahmiyat, 71-98. Karachi, Academy of Educational Research. 1970 (U).

Adult education scheme aims at training for better living the mass of the people who could not get education in their early life. Adult education does not merely teach reading, writing, and arithematic; it persuades and prepares people to take active part in social life and contribute to the prosperity of the country. Social education is a part of adult education and a broad-based program of training and learning.

Adult education is not confined only to illiterate persons, it is equally beneficial for those who have acquired education in schools and colleges. In the fast-moving world of today with new methods and techniques, everyone should get an opportunity to learn new methods and techniques and this can be done only through a carefully planned and organized program of adult education.

98. BACHHRAIUNI, Mazharur Rahman. Ustaddon Ki Tarbiyat (Training of Teachers) --- In : Ta'aleem-e-Balighaan Aur Uski Ahmiyat, 112-122. Karachi, Academy of Educational Research. 1970 (U).

The personal qualities of a teacher play an important role in the profession of teaching. One who teaches adult should have the qualities of sociability, humility, and dedication to service. His role is more difficult than that of others. He is expected to create interest among his students for education. In a class of adult students, the teacher does not behave like a boss. A good teacher spends half of his time in teaching and half in closely observing his students. An adult student has his own set habits and strong views and the teacher should show proper regard for them.

It is the duty of the teacher to impress upon the students that education is useful for them and an aid for the betterment of their future. The

responsibility of the teacher does not end with the making of an adult literate; he should create enough interest in the student to continue his education and not to relaps into illiteracy. The teacher should also thoroughly know the life and environment of his students, their mental reactions, and their requirements.

There are a number of useful suggestions for an adult education teacher.

99. HASAN, Mrs. P. Adult Education in the World Perspective --- Jamia Educational Quarterly (Karachi) XI(4) 1-4. October, 1970.

In the context of adult education, by 'adult' we mean an individual who has passed the normal school-going age and is engaged in some form of work for earning a living. 'Education' here may be defined as a systematic effort to influence people's knowledge, skills and attitudes. As to influening knowledge, the educational process should not merely mean the handing down of a bundle of information; , it should create a spirit of inquiry in the individual. So far as the influencing of skills through education is concerned the problem is easy. The economic motive will provide a good incentive. The difference in the quality of human resources is a crucial factor in distinguishing the 'haves' and 'have-nots' . While influencing attitude we make use of formal education. Modes of thinking can be changed through education. With reference to adult education, the change is meant to inculcate in the people an attitude of rationality.

In the light of these two definitions the writer describes the various efforts made by other countries to influence the knowledge, skills and attitudes of their peoples and shows how the change affected the quality of their national life.

100. HUSSAIN, Mahmud. Adult Education : An Introduction --- Jamia Educational Quarterly (Karachi) XI(3): 1-5. July 1970.

Lack of adult education is a crucial gap in our system of education in relation to our culture and history and in relation to our present developmental needs and political aspirations.

Adult education, in its real or broad sense, covers educational activities of adults after the completion of formal education. The process of learning and education continues throughout a man's life. Formal education is only a preparation for self-education in his later life.

The problem of adult literacy is a very serious problem in Pakistan. The bulk of our population has no knowledge even of the alphabet. To bring literacy to our masses is a stupendous task. In this respect

adult literacy program will play an important role in our educational setup. As to the question of the type and quality of the adult education program, functional literacy is the answer, because it suits our own peculiar needs and conditions.

101. HUSSAIN, Syed Sajjad. Adult Education and Economic Needs --- Jamia Educational Quarterly (Karachi) XI(3): 15-18. July 1970.

Both economic and social progress are intimately related to progress in education. This is an accepted axiom even in Pakistan. Pakistan's record in literacy is one of the poorest, and this lamentable situation accounts in a large measure for Pakistan's material backwardness. In a modern industrialized society there are many kinds of activities which call for a certain degree of education, and the range of such education is daily growing wider as mechanization advances.

The importance of literacy cannot be denied, but it is also a fact that mere literacy will not bring much change in the country in the way of economic prosperity. Literacy should provide information and knowledge about day-to-day life and the ways in which living standards can be raised.

102. KHAN, Akhtar Hameed. The Problem of Adult Education and the Case Study of an Attempted Solution --- Jamia Educational Quarterly (Karachi) XI(3): 6-9. July 1970.

Adult education is a problem of fundamental importance. The article outlines in brief the practical efforts of the Academy of Rural Development of Comilla in the field of adult education.

The many facets of the problem of education in Comilla are explained. The major causes of illiteracy in the area are poverty, long distances that students have to cover to reach the schools, and segregation of women. The present system of education also inhibits mass literacy.

There is an analysis of the program of adult education as organized by the Comilla Rural Academy and a discussion as to how far this program has achieved success and what more is required for the promotion of literacy in the area.

103. KHAN, Anwar Khalil. The Role of Adult Education and the Modernization of Society --- Jamia Educational Quarterly (Karachi) XI(4): 27-30. October 1970.

Adult education may be defined as an education for better living. Mere literacy is not enough and by itself literacy does not

provide assurance of effective adaptation of the adult to industrial or social change. Skill in reading, like all skills, is only a means to an end and the end is better living. The mass literacy movement needs to have a sense of direction, without which education is meaningless.

It is emphasized that along with formal education to children, we also need adult education. Education for all is a must if we desire all-round development. We cannot solve all our problems only by providing formal schooling. For effective social change it is imperative that we provide education to all. Hence the need for adult education. Some examples of adult education centers are provided for guidance.

104.KHAN, Md. Asadullah. Adult Education- Key to National Progress --- Pakistan Observer (Dacca) February 24, 1971.

Progress largely depends not only upon formal education in schools and colleges, but also upon such influences as the home and the physical environment, and espec ially upon the attitudes and behavior of the adult in the society. This can be done only by planning and moulding the outlook of the working classes. In Pakistan a variety of evening programs should be launched that would provide opportunities for reading and writing, supplemented by diversifed courses in political theory, international affairs, general science, history, literature, art and music. A revolution in education which has altogether changed the complexion of the world is taking place almost everywhere. Education, therefore, needs to be brought to the door of every common man through radio and television, which are used as an instrument of recreation and entertainment in this country. They also serve as an effective mass media. A series of educational talks included in the daily evening programs will help serve the cause of education. The recommendations of the B.B.C. and the British Institute of Adult Education made in 1928 may serve as guiding principles.

105.KIANI, Mrs. A. The Role of Adult Education in the Modernization of Society --- Jamia Educational Quarterly (Karachi) XI(4): 11-15, October, 1970

A large part of the world population is still illiterate and uneducated, and education is the previlige of the few who can afford to pay for it. There is little incentive for the rural masses to educate themselves or their children. If economic development, and through it modernization of society, is to be achieved, we have to make serious efforts to educate both our adults and children.

Modernization of society means the availability of means that science has produced to make life more comfortable, healthier and happier. It also means equality of opportunity and the use and acceptance of modern means of livelihood by all. Rapid development of society needs the participation of every citizen and this is possible only through the will and ability of the literate public. The nations that cannot provide a complete formal school education to their citizens have the only alternative of providing adult education. Adult education should aim at creating a positive change in the behaviour of the recepient. Adult education can bring social change and modernize living through a program of community development in both rural and urban areas. Some methods are suggested for organizing adult education in the country.

106.QURESHI, Ishtiaq Hussain. Objectives of Adult Education --- Jamia Educational Quarterly (Karachi) XI(3) : 10-14. July 1970.

In a country like Pakistan, where the rate of illiteracy is among the highest in the world, there can be no real progress in any field without the spread of adult education. The article contains a brief report of the various efforts made in foreign countries to fight illiteracy. Literacy promotion schemes will be successful only where there is some utilitarian incentive for the people. The mere learning of reading, writing, and arithmetic has no charm for the masses. The lure of better living and the prospect of a rise in the standard of living are a strong incentive for education.

The program of adult literacy should have as its ultimate objectives not only the enlightenment of our masses, the improvement in their economic conditions, and a rise in their standard of living, but also the creation of conscious will and purpose in them for safeguarding their national existence and sovereign status.

107.RAUF, Mohammed A. Adult Education and the Strategies for Social Change --- Jamia Educational Quarterly (Karachi) XI(3): 19-27. July 1970.

The present study discusses the interaction of the elements of socio-cultural stability and change involved in the process of social dynamics and to demonstrate the general as well as specific roles played by adults in the strategy of social change.

At the initial stage the process of change is essentially conservative. However, inhibition to change can be removed through the scheme of adult education. The meaning of education and the role of adult education in the process of social change are briefly discussed. In the process of social change adult education finds its relevancy only when the methods of education are developed with reference to the values and attitudes of the people.

108.RAYMOND, Father. Adult Education and the Creation of National Consciousness --- Jamia Educational Quarterly (Karachi) XI(4): 5-10. October, 1970.

Formerly, the object of adult education was to teach people only to read the printed word, sign their names, or make simple arithmetical calculations. In rent years this conception of adult education has changed, and now the accent is on making the adult education program an instrument of raising the general standard of living of the masses, improving their social and civic efficiency, and giving them a broader understanding of the world in which they live.

Adult education should not be confined only to improving national consciousness in the narrow sense. International understanding should be the main purpose of adult education. National consciousness as an aim should be a stepping stone to international understanding which is and must always be the ultimate goal. It is discussed in some detail that why education for the creation of mere national consciousness is an inadequate aim of any adult educational program.

109.SAAD, Ismail. Adult Education and the Strategy for Social Change --- Jamia Education Quarterly (Karachi) XI(3) : 28-32. July, 1970.

The nature of social change is such that we cannot consciously and intelligently control and direct this change for the resolution of social issues and problems which arise within society. What is desired is a problem-solving approach whereby we can become aware of a social problem, evaluate and assess it realistically in the proper perspective, and intelligently direct efforts for its solution.

The need for education arises at this stage of social change. Education is perhaps the only human agency which can help bridge the gap between technological advancements and human institutions. In other words, education alone can furnish us a strategy for social change. Within the field of education, adult education is the most promising area to stimulate intelligent social change. The role of adult education in the strategy for social change, specially in connection with Pakistan, is discussed in some detail.

110.SALIM, Mohammed. Impact of Adult Education on Rural Life --- Jamia Educational Quarterly (Karachi) XI(3): 33-37. July 1970.

Because of the limitations of the objectives of literacy movements,

the schemes of adult education have made little headway. To teach reading, writing and a few arithmetical calculations to adults cannot be expected to produce useful results. The present emphasis is on social education that would raise the standard of living of the people, improve their social conditions and status, broaden their outlook, and enable them to understand the world.

Adult education in Pakistan is required to be rural oriented, as the bulk of the population lives in villages and depends on earnings from the land. The rural oriented education is explained briefly, and it is discussed how the adult education scheme should be implemented in our villages. If the program of adult education is kept unrelated to rural needs, it will not be of much use for our country.

111. ZAIDI, . . S.Wiqar H. The Role of Adult Education in Modernization of Pakistan --- Jamia Educational Quarterly (Karachi) XI(4): 16-26. October, 1970.

Massive adult education program is an urgent need in Pakistan if we want to realize the aspirations of the people and create a democratic society with the welfare of the general masses as the philosophy of the state. Without a crash adult education program the modernization of the country will be slow incoming and the education gap between our country and the advanced countries of the world.

There is a detailed discussion about the concept and desirability of society and literacy. Literacy and growth of adult education in Pakistan are outlined in 4 tables. In the end it is pointed out that adult education with comprehensive contents from all vocations and spheres of life can accelerate the pace of modernization.

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WRITERS' INDEX

AHMAD, Hasan, 42
AHMED, Saeed, 44
AHSAN, Abul, 15 & 34
AKHTAR, Shamsul Alam, 16
ALAM, Majod, 35
ALAM, N.A., 42
ALI, Anita Ghulam, 16 & 45
ALI, Asghar, 38 & 39
ALI, Md. Azhar, 12 & 36
ASGHAR, Malik Mohammed, 40
BACHHRAIUNI, Mazharur Rahman, 18,19,26,27,25 & 46
BATALVI, Reaz, 1
BEG, Musarrat Yab, 1
BHODRO, Ashit, 6
BHUIYAN, Mumtaz, 5
BHUTTO, Zafar Abbas, 23
BUKHARI, Yaseen, 37
BUKHSH, Maula, 40
CHAKRAVORTY, Sunirmal, 11
CHAUDHURY, A.T., 17
CHOWDHURY, Ataul Haque, 28
DITTA, Pir Allah, 12
HAI, A.K.M. Mahzudul, 2
HAQ, Mohammad Abdul, 29
HAQUE, Abu Obaidul, 3,9,32 & 37
HAQUE, Abdul, 2
HAQUE, S.M. Najmul, 39
HASAN, Ahmed, 31
HASAN, Mrs. P., 47
HATMI, Rizwana, 10
HUSSAIN, Mahmud, 47
HUSSAIN, Syed Shaukat, 3 & 13
IRSHAD, Hakim Syed, 7
ISLAM, K.M. Saiful, 24
ISLAM, S.M. Tajul, 13
JAHANGIR, Mohammad, 22 & 32
JAMAL, Nasirul, 27
KARIM, Abdul, 32
KARIM, Fazlul, 11
KARIM, J., 33
KAZMI, I.H., 37
KHAN, Akhtar Hameed, 48
KHAN, Anwar Khalil, 48
KHAN, Arif, 24
KHAN, Iqbal Ahmed, 10
KHAN, Md. Asadullah, 49
KHAN, Zafar Hussain, 19,20,21 & 22
KHATUN, Sharifa, 5
KHOKAR, Ilyas, 35
KHURSHEED, Anees, 24
KHURSHID, Zahiruddin, 25
KIANI, (Mrs.) A., 49
MASWANI, A.M.K., 14
NASARULLAH, Nusrat, 38
QAZI, H.F., 14
QURESHI, Ishtiaq Hussain, 50
QURESHI, I.H. & others, 23
RAHMAN, Mahmudur, 2
RAHMAN, Shamsur, 43
RAJPUT, Hashmat Ali, 15

RAUF, Abdur, 30
RAUF, Mohammed A., 50
RAYMOND, S., 4
REAZ, Mirza, 43
SAAD, Ismail, 51
SADIQ, Munawwar Ibne, 30
SAJID, Mohammad Sajjad, 25
SALAM, Abdus, 17
SALIM, Mohammed, 51
SAYEED, Abu, 28
SIDDIQI, Masood M., 8
SIDDIQUI, Abdul Jabbar, 4
SUHAIL, Mushtaq, 18
SULAIMAN, S., 5
ZAIDI, S. Wiqar H., 52
ZAMAN, Rafeuz ed., 8 & 33

****
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